

Lockport City School District
Grade 6 Writing Task and Rubric

Directions:

As learners complete a study of Egypt, they will select three topics for further research. They will engage in the research process using multi-media tools. Then, they will create a powerful final product which demonstrates what they have learned, using a variety of appropriate technology tools.

Successful writers will demonstrate the ability to:

Use the research process

Take notes

Sort facts into categories

Use facts from varied sources

Develop main idea and include supporting details

Organize a coherent final product

Revise their work

Use multiple forms of media to research and to create something new

Interpret and utilize graphic sources of information

RUBRIC

IDEAS	WRITER'S VOICE	ORGANIZATION
<p>EXPERIENCED_____</p> <p>My writing is fascinating. It sparks my readers' curiosities.</p> <p>My message is meaningful and focused.</p> <p>I include many details from my research in my writing.</p> <p>My ideas come from the meaningful questions that guide my work and the notes I made as a researcher.</p>	<p>EXPERIENCED_____</p> <p>My writing has a unique flavor. The reader can hear me or my speaker in this piece.</p> <p>My tone is engaging and appropriate to the topic, the purpose, and my audience.</p>	<p>EXPERIENCED_____</p> <p>My writing unfolds in a compelling way, and I introduce my readers to facts in ways that are equally interesting.</p> <p>I grab the reader's attention right from the start, build interest throughout, and end in a way that satisfies the reader. I use transitions to move readers from one part of the text to another seamlessly.</p> <p>I add details and clues in just the right places.</p>
<p>DEVELOPING_____</p> <p>My writing is descriptive. It provides details about my topic.</p> <p>My message is taking shape, but I'm still not completely clear about what it might be.</p> <p>Some of my ideas came from the questions that guide my work and the notes I made as a researcher.</p>	<p>DEVELOPING_____</p> <p>My writing focuses more on telling rather than showing, and as a result, the reader doesn't hear me or my speaker as much in this piece.</p> <p>My tone is appropriate to the topic, the purpose, and the audience.</p>	<p>DEVELOPING_____</p> <p>My writing unfolds in a predictable way. My facts are organized into clear categories.</p> <p>My writing has a clear beginning, middle, and end.</p> <p>Some of my details seem out of place. I may spend too much time focusing on one part of my work, or I may rush through others.</p>
<p>BEGINNING_____</p> <p>My writing is vague. I am still learning about my topic.</p> <p>I'm still thinking-aloud on paper.</p> <p>Missing details might make it hard for my reader to picture what I'm saying.</p>	<p>BEGINNING_____</p> <p>I don't know enough about my speaker or my own thoughts yet, so readers can't connect to a voice of any kind.</p> <p>I am not yet sure what tone I should take with this piece.</p>	<p>BEGINNING_____</p> <p>My writing may confuse a reader other than me.</p> <p>My writing doesn't include a hook, the body of my work may be jumbled, or my conclusion might be rushed or missing.</p> <p>Details are missing or out of place.</p>

WORD CHOICE	SENTENCE FLUENCY	CONVENTIONS
<p>EXPERIENCED_____</p> <p>My writing includes rich, precise words.</p> <p>My readers are able to see, feel, and hear exactly what I intended them to.</p> <p>The words that I choose help me to show rather than tell. They also create a strong voice for my piece and enhance organization and sentence fluency.</p>	<p>EXPERIENCED_____</p> <p>My writing is meant to be read aloud. It sounds wonderful!</p> <p>I vary my sentence structure on purpose. Each flows into the next, which keeps my readers interested.</p>	<p>EXPERIENCED_____</p> <p>My writing is nearly free of all errors in spelling, punctuation, and mechanics.</p>
<p>DEVELOPING_____</p> <p>My writing includes correct words.</p> <p>My words may not capture my reader's attention, and they may not be striking or specific to my purpose, but they get the job done.</p>	<p>DEVELOPING_____</p> <p>My writing is predictable. When I read it aloud, it sounds like a report.</p> <p>Most of my sentences follow the same pattern.</p>	<p>DEVELOPING_____</p> <p>My writing includes some errors in spelling, punctuation, or mechanics. They don't make it hard for my reader to understand what I am trying to say, though.</p>
<p>BEGINNING_____</p> <p>I take so many risks with word choice or rely on a thesaurus so much that my reader might be overwhelmed or even a little confused.</p> <p>My readers might struggle to understand exactly what I meant when I used certain words. Others may be so vague that my reader may not yet be able to see, hear, or feel what I intend them to.</p> <p>I use some of my favorite words over and over again.</p>	<p>BEGINNING_____</p> <p>My writing is difficult to read and understand. This makes it hard to read aloud.</p> <p>I have a hard time telling where sentences start and stop. There are fragments and run-ons.</p>	<p>BEGINNING_____</p> <p>Spelling, punctuation, or mechanics errors make it difficult for my reader to appreciate my message.</p>

Writing Process

EXPERIENCED____

- I think of a lot of ideas before choosing one to write about, even if my teacher doesn't make me.
- I change my writing as I go, based on new ideas I develop or suggestions from other people.
- I make corrections in conventions.
- I look for ways to share my work with others.

DEVELOPING____

- If my teacher tells me to brainstorm, I will. Otherwise, I might just begin drafting.
- I make at least one change to my writing when I'm working.
- I ask others to tell me how to improve my work. Sometimes, I make changes.
- I share my work when my teacher tells me to.

BEGINNING____

- My writing is usually based upon the first idea that comes to mind.
- I'm not sure how to make changes to my writing yet.
- My final copy is nearly identical to my rough draft.
- I don't share my work with other people.

Technology Integration

EXPERIENCED____

- I can use what I know about technology tools to choose the best tool for my given purpose, without any help from my teacher.
- I use selected technology tools to create something compelling, distinct, and meaningful to a wider audience.
- I use selected technology tools to share my work with an audience beyond my school district, and I use what I learn from their feedback to make my work better.

DEVELOPING____

- My teacher helps me select and use technology tools that connect with my purposes.
- I use the technology tools chosen by my teacher to create something interesting that I would not have been able to create otherwise
- I use selected technology tools to share my work with an audience.

BEGINNING____

- I use the single technology tool suggested to me by my teacher.
- I use the technology tools chosen by my teacher to create something very similar to a product that might have been created using pencil and paper.
- I am learning how I can share my work with an audience using technology tools.